

# Lesson Planning

OR

How to avoid asking yourself, “What the hell am I doing up here???”

# Why lesson plan?

- ◉ Used as a communication tool
  - > Helps you organize content, materials and methods
- ◉ Ensures that you are teaching toward a final goal
- ◉ Keeps you from floundering around in front of your class

# Anatomy of a Lesson Plan

- ◉ Objectives
- ◉ Materials
- ◉ Warm-up/Intro
- ◉ Procedures/Presentation
- ◉ Practice
- ◉ Production
- ◉ Assessment
- ◉ Extension/Remediation

# Objectives

- Road map
  - > Gives direction and purpose to activities
  - > Leads to assessment
- Communication tool
  - > Administrators
  - > Other teachers

# Aims vs objectives

- ◉ Aims - general overview of learning outcomes without describing specific behaviors
  - > Examples
    - Students will have a clear understanding of the different uses of the present perfect.
    - Students will know the difference between descriptive and narrative writing.

# Aims vs objectives (cont'd)

- Objectives - observable behaviors that can be measured
  - > Examples
    - Given a situation, students will be able to describe past experiences by correctly using the past perfect in sentences 4 out of 5 times.
    - Given three paragraphs, students will be able to label them as either descriptive or narrative writing 2 out of 3 times.
- Use active verbs that demonstrate observable behaviors

Observable	Non-observable
Identify(point to, label)	Know, Appreciate
Use, Say, Describe	Understand, Grasp

# Know your ABCD's

- **Audience**
  - > Who is to perform the task or behavior
    - Students
- **Behavior**
  - > What is the Audience expected to do
    - ... will be able to label paragraphs as either descriptive or narrative
- **Condition**
  - > Under what condition is the Audience to perform the Behavior
    - ... given 3 different paragraphs
- **Degree**
  - > To what degree of accuracy is the behavior to be performed
    - ... 2 out of 3 times

# Materials

- Gives a detailed list of what you will need to do this lesson
  - > Books, resources, equipment, etc.
- Helps keep you organized, and if another teacher takes over, he/she will know what to prepare



# Warmer/Intro

- ◉ Quick activity or discussion to engage students and bring them into the lesson
- ◉ Good resource:
  - Ur, Penny. (1992). *5 minute activities: A resource book for short activities*. Cambridge University Press.

# Procedures/Presentation

- Gives detailed, step by step information on how the lesson should proceed
- Serves as a guide for you, and also for anyone trying to replicate the lesson
- Gives timing

# Practice/Production

- Controlled practice
  - > Vocabulary drills
  - > Gap fills
  - > Cloze exercises
- Semi-controlled
  - > Brainstorming a topic
  - > Adding to a pre-written dialog
  - > Storytelling based on a picture
- Free practice
  - > Role plays
  - > Discussions/debates

# Assessment

- Objective based

- > How will you observe these behaviors?
- > Have they had adequate practice?
- > What do you do if they haven't?



# Resources

- ◉ Mager, R. F. (1997). *Preparing Instructional Objectives: A critical tool in the development of effective instruction*. Atlanta, GA: CEP Press.
- ◉ <http://www.eduref.org/Virtual/Lessons/Guide.shtml>
- ◉ <http://www.lessonplanspage.com/WriteLessonPlan.htm>
- ◉ [http://www.nerc.com/files/Instructional\\_guide\\_writing\\_Objectives.pdf](http://www.nerc.com/files/Instructional_guide_writing_Objectives.pdf)